

**ENGLISH TUTORS' PERCEPTION ON EFL CLASSROOM
SEATING ARRANGEMENT
(MULTI CASES STUDY OF FIVE PRIVATE ENGLISH COURSES
IN PALANGKARAYA)**

THESIS



**By
DAPIT SUMBOGO
NIM 1301120910**

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMEN OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/ 1440 H**

**ENGLISH TUTORS' PERCEPTION ON EFL CLASSROOM
SEATING ARRANGEMENT
(MULTI CASES STUDY OF FIVE PRIVATE ENGLISH COURSES
IN PALANGKARAYA)**

THESIS

Presented to
Stated Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



By
DAPIT SUMBOGO
NIM 1301120910

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/ 1440 H**

ADVISOR APPROVAL

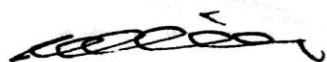
Thesis Tittle : English Tutor's Perception on EFL Classroom Seating
Arrangement (Case Study of Five Private English Courses in
Palangka Raya)
Name : Dapit Sumbogo
NIM : 1301120910
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis
Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher
Training and Education of State Islamic Institute of Palangka Raya.

Palangka Raya, October 15th, 2018

Advisor I

Advisor II



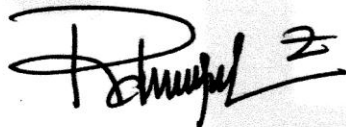
M. Zaini Miftah, M.Pd
NIP.1975091520091210002



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

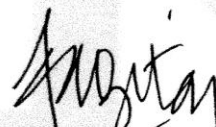
Acknowledged by:

Vice Dean in Academic
Affairs,



Dra. Hj. Rodhatul Jennah M.Pd
NIP.196710031993032001

Chair, Departmen of Language
Education



Santi Erliana, M.Pd
NIP.198012052006042003

THESIS APPROVAL

Thesis Title : English Tutors' Perception on EFL Classroom Seating Arrangement (Multi Cases Study of Five Private English Courses in Palangka Raya)

Name : Dapit Sumbogo

NIM : 1301120910

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of State Islamic Institute of Palangka Raya in the thesis Examination/*Munaqasyah* on :

Day : Monday

Date : October 15th 2018 M / 6 Shafar 1440 H

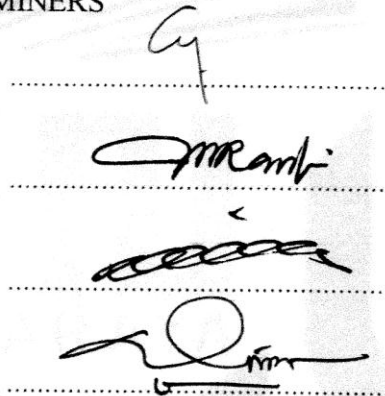
BOARD OF EXIMINERS

Sabarun, M.Pd
(Chair/Examiner)


Hj. Apni Ranti, M.Hum
(Main/Examiner)

M.Zaini Miftah, M.Pd
(Examiner)

Akhmad Ali Mirza, M.Pd
(Secretary/Examiner)



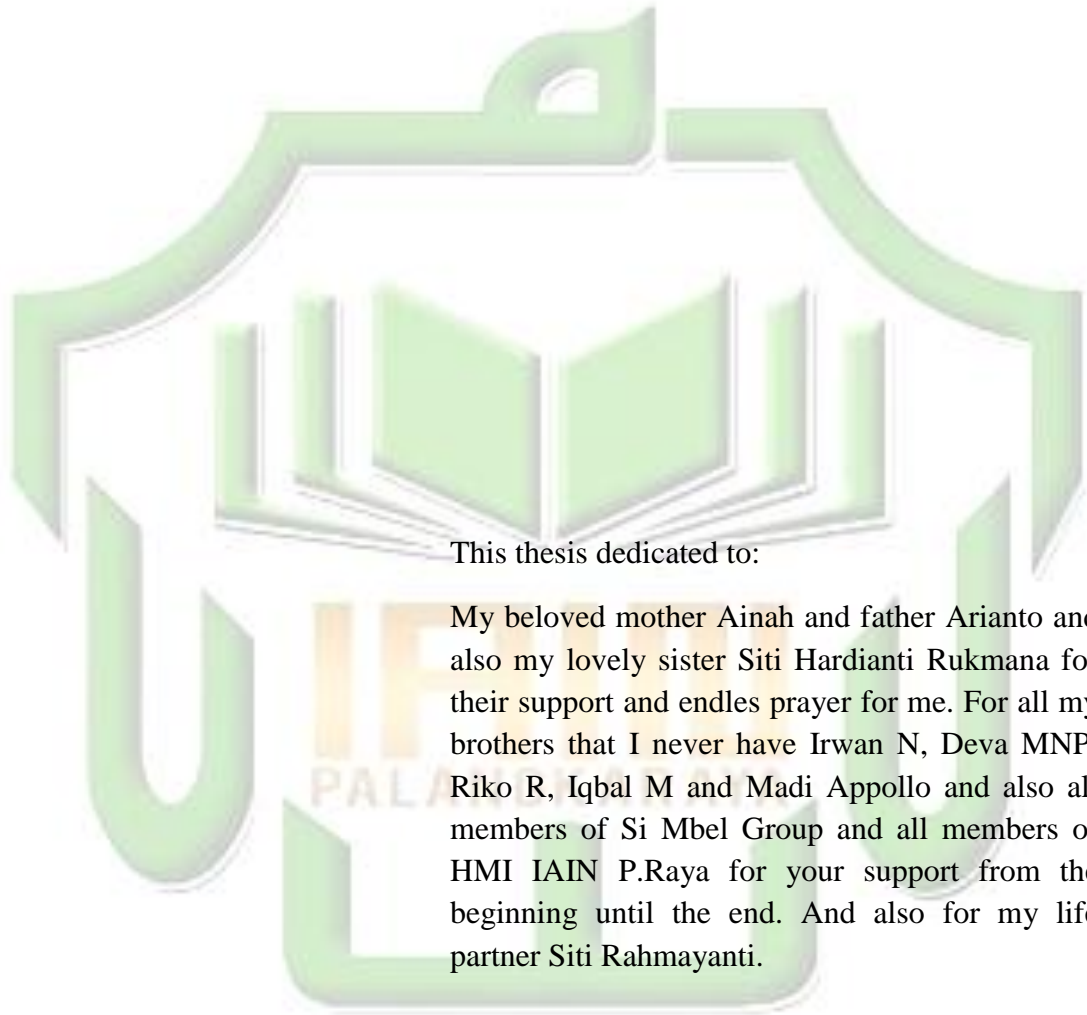
Approved by :
Dean, Faculty of Teacher Training and
Education



Drs. Fahmi, M.Pd
NIP. 196105021999031003

MOTTO AND DEDICATION

*“Convince It With Faith, Effort It With Knowledge
And Finish It Charitable”*



This thesis dedicated to:

My beloved mother Ainah and father Arianto and also my lovely sister Siti Hardianti Rukmana for their support and endless prayer for me. For all my brothers that I never have Irwan N, Deva MNP, Riko R, Iqbal M and Madi Appollo and also all members of Si Mbel Group and all members of HMI IAIN P.Raya for your support from the beginning until the end. And also for my life partner Siti Rahmayanti.

DECLARATION OF AUTHORSHIP

Here with, I :

Name : Dapit Sumbogo
NIM : 1301120910
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Language

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of writer and has not been written in collaboration with any other person, not does include, without due acknowledgement, the work of any other person
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.



Palangka Raya
our faithfully

Dapit Sumbogo
NIM. 1301120910

ABSTRACT

Sumbogo D. 2018. *English Tutors' Perception on EFL Classroom Seating Arrangement (Case Study Of Five Private English Courses in Palangkaraya)*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka raya. Advisors : (1) M. Zaini Miftah, M.Pd., (2) Akhmad Ali Mirza, M.Pd

Key words : *Perception, EFL, Classroom Seating Arrangement.*

The principle purpose of the study was to investigate some problems as follows: (1) How is the condition of Five Private English Courses (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB) itself ?. (2) How do the english tutors perceive on EFL classroom seating arrangement ?. (3) How does the seating arrangement affect student performance in learning english ?. Because of that, the purpose of this study are: (a) To investigate the condition of Five Private English Courses (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB) itself. (b) To investigate the english tutors perceive on EFL classroom seating arrangement. (c) To investigate the affect of seating arrangement on student performance in learning english.

In this research, the writer used qualitative case study approach with descriptive design to answer the problems. The subject of the study were Five Private English Courses in Palangkaraya and the sample of the study were ten tutors from those Five Private English Courses. With two tutors from each Private English Courses with one condition they must have been teach more than a year, by using techniques such as observation, interview and documentation to achieve data. In analyzing the data, the writer used data collection, data reduction, data display and conclusion.

The main research findings of this study were : 1) The condition of five Private English Courses in Palangka Raya they were Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB. 2) The english tutors perception on EFL classroom seating arrangement which are; they often applied seating arrangement in their class, U-shape and Rows seating were the seating arrangement that they usually used. 3) Classroom seating arrangement affect on student performance in learning english whic were used two way to collect the data; a. Observation result; the used of seating arrangement increased their focus, student who sit in front always active, b. Interview result; student always like and obviously enjoy classroom seating arrangement

ABSTRAK

Sumbogo D. 2018 *Persepsi English Tutor Tentang Pengaturan Tempat Duduk di Dalam Kelas EFL.(Study Kasus Tentang Lima Lembaga Kursus Bahasa Inggris Di Kota Palangkaraya)*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing : (I)M. Zaini Miftah, M.Pd., (II) Akhmad Al Mirza, M.Pd.

Kata Kunci : *Persepsi, EFL, Seating Arrangement*

Tujuan utama dari penelitian ini adalah untuk menyelidiki beberapa masalah sebagai berikut: (1) Bagaimana kondisi lima Kursus Prifat Bahasa Inggris (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa dan ICB) itu sendiri ? (2) Bagaimana persepsi tutor bahasa Inggris tentang pengaturan tempat duduk kelas EFL ?. (3) Bagaimana pengaturan tempat duduk mempengaruhi kinerja siswa dalam belajar bahasa Inggris ? Maka dari itu, tujuan penelitian ini adalah: (a) Untuk menyelidiki lima Kursus Prifat Bahasa Inggris (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa dan ICB) itu sendiri. (b) Untuk menyelidiki persepsi tutor bahasa Inggris mengenai pengaturan tempat duduk di kelas EFL. (c) Untuk menyelidiki pengaruh pengaturan tempat duduk pada kinerja siswa dalam belajar bahasa Inggris.

Untuk menjawab masalah utama dalam penelitian ini, penulis menggunakan pendekatan studi kasus kualitatif dengan desain deskriptif. Subjek penelitian ini adalah lima Kursus Prifat Bahasa Inggris di Palangkaraya dan sampel penelitian adalah sepuluh tutor dari lima Kursus Prifat Bahasa Inggris dan Dua tutor dari masing-masing Kursus Prifat Bahasa Inggris. Dengan syarat tutor-tutor tersebut sudah menjadi tutor lebih dari satu tahun, dengan menggunakan teknik seperti observasi, wawancara dan dokumentasi untuk mengumpulkan data. Dalam menganalisis data, penulis menggunakan teknik pengumpulan data, reduksi data, menampilkan data dan pengambilan kesimpulan.

Temuan utama dari penelitian ini adalah: 1) Kondisi lima Kursus Prifate Bahasa Inggris di Palangka Raya yaitu Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa dan ICB. 2) Persepsi tutor bahasa Inggris pada pengaturan tempat duduk dikelas EFL yaitu; mereka sering menerapkan pengaturan tempat duduk dikelas EFL, bentuk tempat duduk U-Shape dan Rows biasanya mereka gunakan. 3) Pengaturan tempat duduk dikelas berpengaruh terhadap kinerja siswa dalam pembelajaran bahasa Inggris, yang mana penulis menggunakan dua cara untuk mengumpulkan data: a) hasil observasi; Penggunaan pengaturan tempat duduk juga membantu meningkatkan kefokusannya, siswa yang duduk didepan selalu aktif. b) Hasil wawancara; siswa menyukai pengaturan tempat duduk dikelas EFL.

ACKNOWLEDGMENTS

Alhamdulillah and praise belong to Allah the almighty, because His Blessing and Mercy, finally the writer was able to finish his thesis. Many people have contributed helps, supports, suggestions and guidance therefore in this right chance, the writer would like to give his greatest thanks to:

1. Dr. Ibnu Elmi AS Pelu, SH, MH, as the Rector of State Islamic Insitute Of Palangka Raya for his direction and encouragement of conducting this research.
2. Fahmi. M.Pd. as the Chair of Faculty of Teacher Training and Education Department who has given permission of this study.
3. M. Zaini Miftah, M.Pd. as Chair of English Education Study Program also my first advisor who has always never stop dan give up to give his best support and suggestions in order to improve this thesis.
4. Akhmad Ali Mirza, M.Pd. as the the second advisor who has given guidance, support and suggestion of this study during
5. Luqman Baehaqi S.,S., M.Pd as my academic guidance lecturer for all of his support to helping me to finish this thesis.
6. Hj. Apni Ranti M.Hum as my favorite axaminer who always give me motivation to improve my thesis.

Palangka Raya, 15 Oktober 2018
The writer

Dapit Sumbogo
NIM.1301120910

TABLE OF CONTENTS

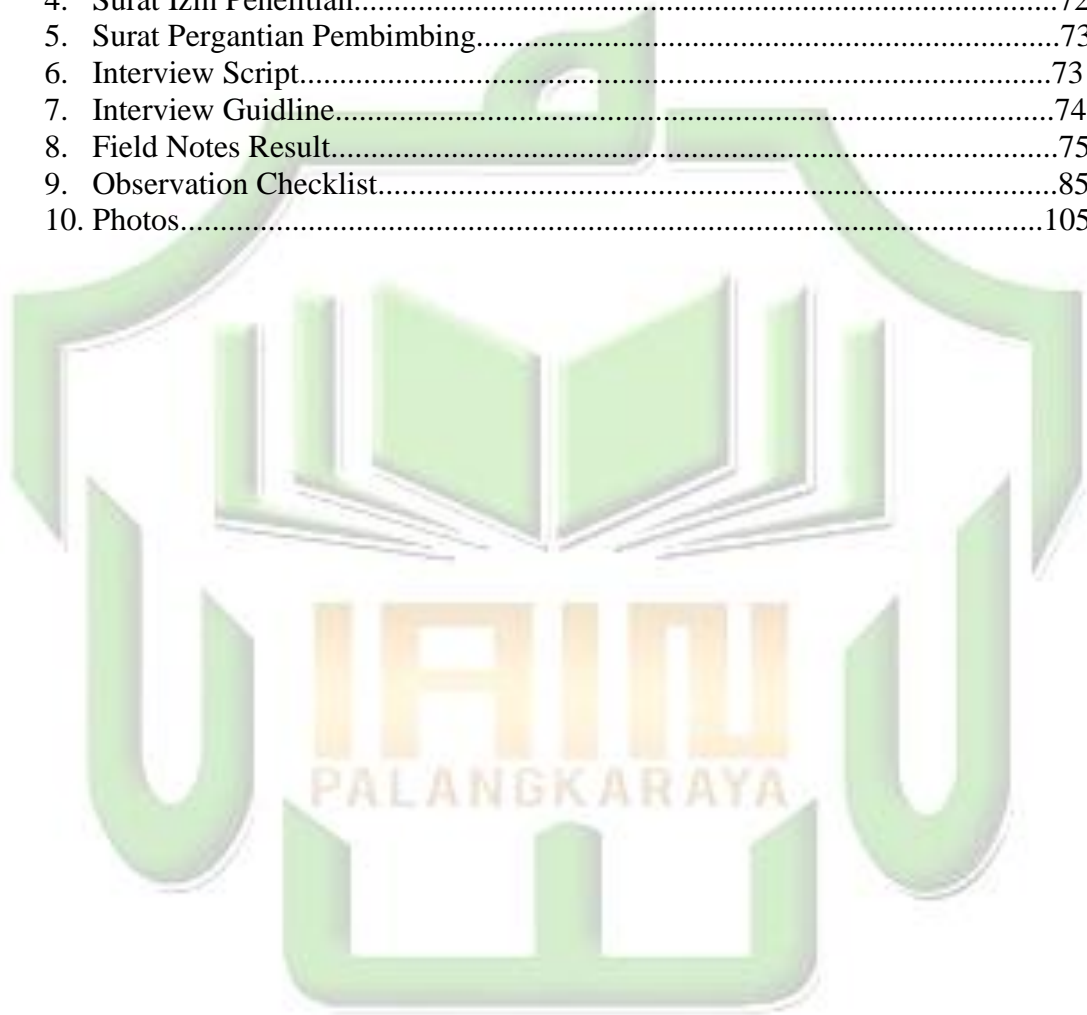
COVER	i
COVER (Second Page).....	ii
ADVISOR APPROVAL.....	iii
MOTTO AND DEDICATION	v
ABSTRACT.....	vii
ABSTRAK (Indonesia).....	viii
ACKNOWLEDGMENTS	viii
TABLE OF CONTENTS.....	x
LIST OF APPENDECES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
 CHAPTER I INTRODUCTION.....	 1
A. Background of Study	1
B. Scope of the study.....	4
C. Problems Of The Study.....	4
D. Object Of The Study	4
E. Significance Of The Study.....	4
F. Definition of Key Terms.....	5
1. EFL Class.....	5
2. Seating Arrangement	5
3. Perceive.....	5
 CHAPTER II REVIEW RELATED LITERATURES	 7
A. Previous Study	7
B. The Definition Of Tutors Perceive	9
C. The Concept of Seating Arrangement.....	9
D. EFL	11
E. Classroom Environment	11
F. Efective EFL Teaching	12

G. Effective EFL Learning.....	13
CHAPTER III RESEARCH METHOD	15
A. Research Design.....	15
B. Subject of the Study	15
C. Source of Data.....	17
D. Research Instrument.....	17
E. Data Collection Procedure	18
1. Observation	18
2. Interview	19
3. Documentation	20
F. Data Analysis Procedure.....	21
G. Data Endorsment.....	21
1. Credibility	22
2. Triangulation.....	22
3. Member check.....	22
4. Transferability.....	23
5. Dependability	23
6. Confirmability.....	23
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	24
A. Data Presentation	24
1. Observation.....	Error! Bookmark not defined.
2. Interview	25
3. Documentation.....	25
B. Research Finding	30
1. The Conditions of Five Private English Courses.....	30
a. Prima Mandiri Utama	30
b. Eduprana	31
c. Primagama	32
d. Aku Bisa	33

e. ICB (Intercontinental Communication Bridge)	34
2. English Tutors Perception On EFL Classroom Seating Arrangement	35
3. Classroom Seating Arrangement Affect On Student Performance In Learning English	47
a. Observation Results	47
b. Interview Results	56
C. Discussion	63
CHAPTER V CONCLUSION AND SUGGESTION	67
A.Conclusion.....	67
B.Sugestions.....	69
REFERENCES	71
APPENDICES	Error! Bookmark not defined.

LIST OF APPENDECES

Appendix	Page
1. Research Schedule.....	69
2. Thesis Proposal Approval.....	70
3. Berita Acara Seminar Proposal.....	71
4. Surat Izin Penelitian.....	72
5. Surat Pergantian Pembimbing.....	73
6. Interview Script.....	73
7. Interview Guidline.....	74
8. Field Notes Result.....	75
9. Observation Checklist.....	85
10. Photos.....	105



LIST OF ABBREVIATIONS

EFL	: English as Foreign Language
ICB	: Intercontinental Communication Bridge



CHAPTER I

INTRODUCTION

A. Background of Study

Seating arrangement is one of factor that greatly affects the teaching and learning process in class. As Moses, James, Peter and Oketch (2013, p.705) said that those pupils who sit in the front tend to be more active and have higher achievement scores. It show that the student seating position is very determine the activity of student in the class.

In some cases, the tutors often ignored how importance of seating arrangements for the learning process. For example, learning that aims to enable students to work together in groups, but they applied the horseshoe seating arrangement, it would not be suitable for students. Yulmiati and Yelliza (2013, p.9) said the student has participation in every model of seating arrangement in the classroom. So, the mistakes in arranging the seating position of students in the classroom will make students difficult to receive the lessons well.

In learning English as Foreign Language or EFL course, students will find many materials that require a lot of attention. It takes a lot of time for students to concentrate more. If this learning material is taught in a monotonous way or using the usual learning method then the students will quickly get bored and will make the learning objectives become unattainable.

The position of the seat also affects the effectiveness of a learning material, if the material learning tends to be harder, then applying the proper seating arrangement will make the difficult learning material light and make the students easy to understand. Because an effective seating arrangement will determine the learning outcomes to be achieved. With the right seating arrangement is expected to create a conducive learning conditions, and also fun for students.

Because the importance of seating arrangements, the ability to apply the seating arrangement is what the tutor should have. And the Error in arranging the seat should be avoided if the tutor is able to apply an effective seating arrangement which is accordance with the material being taught.

All types of seating arrangement have their own advantages and disadvantages. Therefore, the ability of the tutor to determine when to apply the seating arrangement that is absolutely necessary, as said by Silberman (2006, p.35) There is no single arrangement that is absolutely ideal. This means that every seat position has its own advantages and disadvantages. Such as the student who seat in the front of the class are able to participate in the classroom, they can easily listen and pay attention to their teacher explanation than the student who seat at the back of the classroom.

Also Stringer (2014, p.65) show that, classroom arrangement does have a small influence on student learning. McCorskey and McVetta (2009, p.11) on their Research have said that : As a group, students in this study indicated a

preference for the more interaction-restricting, traditional seating arrangement for required courses.

Also Wannarka and Ruhl (2018, p.56) has done with their research. Their Result indicate that teachers should let the nature of the task dictate seating arrangements. Dunbar (2004, p.3) suggest that student will be more succesful seating next to those who process positive attitudes towards learning. Therefore, every seating position in the classroom actually has its own positive and negative side, the ability to analyze it must be owned by a teacher in managing the class. Based on some research above can be concluded that every arrangement of seats in the class must be in accordance with the material taught, because the arrangement that is not in accordance with the taught material will lead to the difficulty of students in receiving and being active in receiving the lesson through the process of learning in classroom.

The several studies that have been done above, have produced many diverse results. It is just the sampling and place of research that became the difference with the research will be conducted by the writer. If some of the above research takes place in formal schools then with different variables. In this case the writer conducted research in five English courses that exist in the city of Palangkaraya. And the writer will find out the perception of each tutor in five courses to the seating arrangement that they usually apply in the process of teaching English in EFL classroom.

The writers hope the results of this study will help anyone not only tutor, but also others who want to learn or teach English.

B. Scope of the study

This study only focus on the perception of English Tutors on EFL class room seating arrangement at Five Private English Courses in Palangkaraya

C. Problems Of The Study

1. How is the condition of Five Private English Courses (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB) itself ?
2. How do the english tutors perceive on EFL classroom seating arrangement ?
3. How does the seating arrangement affect student performance in learning English ?

D. Object Of The Study

1. To investigate the condition of Five Private English Courses (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB) itself ?
2. To investigate the english tutors perceive on EFL classroom seating arrangement.
3. To investigate the affectof seating arrangement on student performance in learning English.

E. Significance Of The Study

The study is expected to be significant for the students, teacher, and future researcher. First, of all, the study can solve the problem in teaching and learning

method especially when the teacher or tutor apply the seating arrangement in their classes. Then, this study is expected to give contribution to the English teacher or tutor as the enrichment of English teaching strategy. Finally, the result of this study can give contribution to support the theory of teaching and learning process.

F. Definition of Key Terms

1. EFL Class

EFL or English as Foreign Language Class is A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

2. Seating Arrangement

Student seating arrangement has meaning that student location within the classroom. There are three common seating arrangement frequently used by the tutor they are : Traditional seating arrangement, Horseshoe seating arrangement and group seating arrangement.

3. Perceive

According to Echols (2006, p.29), “*Perceive*” Has meaning that “*Merasa. Ia merasa bahwa orang memperhatikan dirinya. She perceived that she was being observed*” based on it the word Perceive is closest meaning to Point Of View of the subject. Also longman (2003, p.35),say that “*Perceive*” has meaning that Somebody who have knowledge of something. According to those definitions, in this study the Tutors Perceive mean that the tutors point

of view and perception about the students seating arrangement in EFL Classroom.



CHAPTER II

REVIEW RELATED LITERATURES

This part presents the review of the literature. It covers major sections. They are previous study, the definition of Tutor's Perceive, the concept of seating arrangement, EFL, Classroom Environment, Effective EFL Teaching and also effective FL Learning.

A. Previous Study

According to a research that has been done by Stringer (2014, p.56) with the title "Classroom Arrangement and How it Affects Learning" show that, classroom arrangement does have a small influence on student learning. This can be due to students getting comfortable in a certain arrangement, or their objection to change. It was also noticed that students have a built-in conception about certain locations within the classroom. Students also believe that when they are in those locations they are bound to follow these trends. This study that both classroom arrangement and the students' locations within those arrangements may impact a student's learning.

Based on the result above, it can be concluded that each type of seating arrangement has its own advantages. And each type of seating arrangement has a positive impact on the way students learn in class. Therefore it can be concluded

that the classroom arrangement that greatly affect the way students learn in the classroom.

McCorskey and McVetta (2011, p.76) on their Research with the title “Classroom Seating Arrangements: Instructional Communication Theory Versus Student Preferences” have said that : As a group, students in this study indicated a preference for the more interaction-restricting, traditional seating arrangement for required courses. However, these same students indicated a preference for the more interaction-enhancing horseshoe and modular arrangements for elective courses. The Result of this study is the researchers suggest that these individuals are more sensitive to environment impact on interaction. When they want to talk they may be more aware of the situational variables which will increase their opportunity to do so.

Wannarka and Ruhl (2008, p.30) has done with their research with the title “Seating Arrangements That Promote Positive Academic and Behavioral Outcomes: A Review Of Empirical Research”. Their Result indicate that teachers should let the nature of the task dictate seating arrangements. Evidence supports the idea that students display higher levels of appropriate behaviour during individual tasks when they are seated in rows, with disruptive students benefiting the most.

Based on the results of the research above. There are some similarities with the research that the writer will do. For example they are discussing more about the impact of seating arrangement for the students and also what type of

seating arrangement they like most and the most influential on their activities in the classroom. While the difference are in the objective of the research and also the subject of the research. On three research above have objective of the research that is to know the impact of seating arrangement on the students through tests conducted on students. While in my research objective study focuses on the opinion of the tutor against the seating arrangement through interview with the tutors. In addition, three research above did at informal school, while the writer research that I will do, is in the five private english courses in Palangkaraya.

B. The Definition Of Tutors Perceive

According to Echols (2006, p.29), “*Perceive*” Has meaning that “*Merasa. Ia merasa bahwa orang memperhatikan dirinya*. She perceived that she was being observed” based on it the word *Perceive* is closest meaning to Point Of View of the subject. Also longman (2003, p.35),say that “*Perceive*” has meaning that Somebody who have knowledge of something. According to those definitions, in this study the Tutors *Perceive* mean that the tutors point of view and perception about the students seating arrangement in EFL Classroom.

C. The Concept of Seating Arrangement

Based on Iskandarwassid (2008, p.75) There are six kind of Seating arrangements.a) Traditional Formation : why is given a Traditional name because this sitting position is the most common and often used in the classroom. That is where all student seating positions lined up neatly facing the front of the class. b).

Horseshoe or U : This is a versatile formation. Students can use the desk surface for reading and writing, can also view the teacher / teacher visual media easily. With this formation students can easily be paired, especially when there are two seats per table. This arrangement or formation is suitable for quickly distributing textbooks to students because teachers can enter the inner side of this U-shape formation and walk to different points by bringing the subject matter. You can set the table and chair into U formation: c). Grouping/Cluster Formation : grouping tables in a circle within the classroom allows teachers to increase group interaction. Teachers can place a table to form the most familiar formations. If you do this some students have to turn their chairs to face the front of the class so they can see the teachers and the blackboard. d) Runaway : Best used with smaller classes, this setup puts the emphasis on the educator. The teacher uses the runway between the two rows of facing desks to conduct the lessons. This layout is great for discussions and lecture based classes. e) Stadium Formation : A variation of the classic row configuration and runway, desks are grouped in clusters but all facing the same direction. Like runway, this layout is best suited teacher-centric classes. f) Combination : This configuration is the great for classes with students of varying learning levels, methods of learning, and behavioral issues. Mix and match any configuration to best fit your needs and your students' abilities. For example, set up part of the room as rows for students who need to focus on individual work and another part as mini horseshoes for students who require more discussion-based activities.

D. EFL

According to Longcope (2009, p.23) A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. As the number of ESL students has increased in schools across North America, more classrooms and school have become more like EFL. Indonesia as a former Dutch colony, used to emphasize the teaching of Dutch. The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya, 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English.

E. Classroom Environment

According to Hannah (2013, p.35), said that the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom. The teacher can modify the environment to achieve these results. There is a multitude of ways in which to do this. They can

arrange the desks in different patterns. They can decorate the walls with different assignments or items. Students can be used to help lead the classroom in the way that the teacher wants to go. Even adapting the lighting or the temperature of the room can increase the effectiveness of instruction in the classroom. A good teacher is aware of these elements and the importance that they play in student success. Without giving attention to the environment of a classroom the teacher is setting their students up to be less successful.

F. Effective EFL Teaching

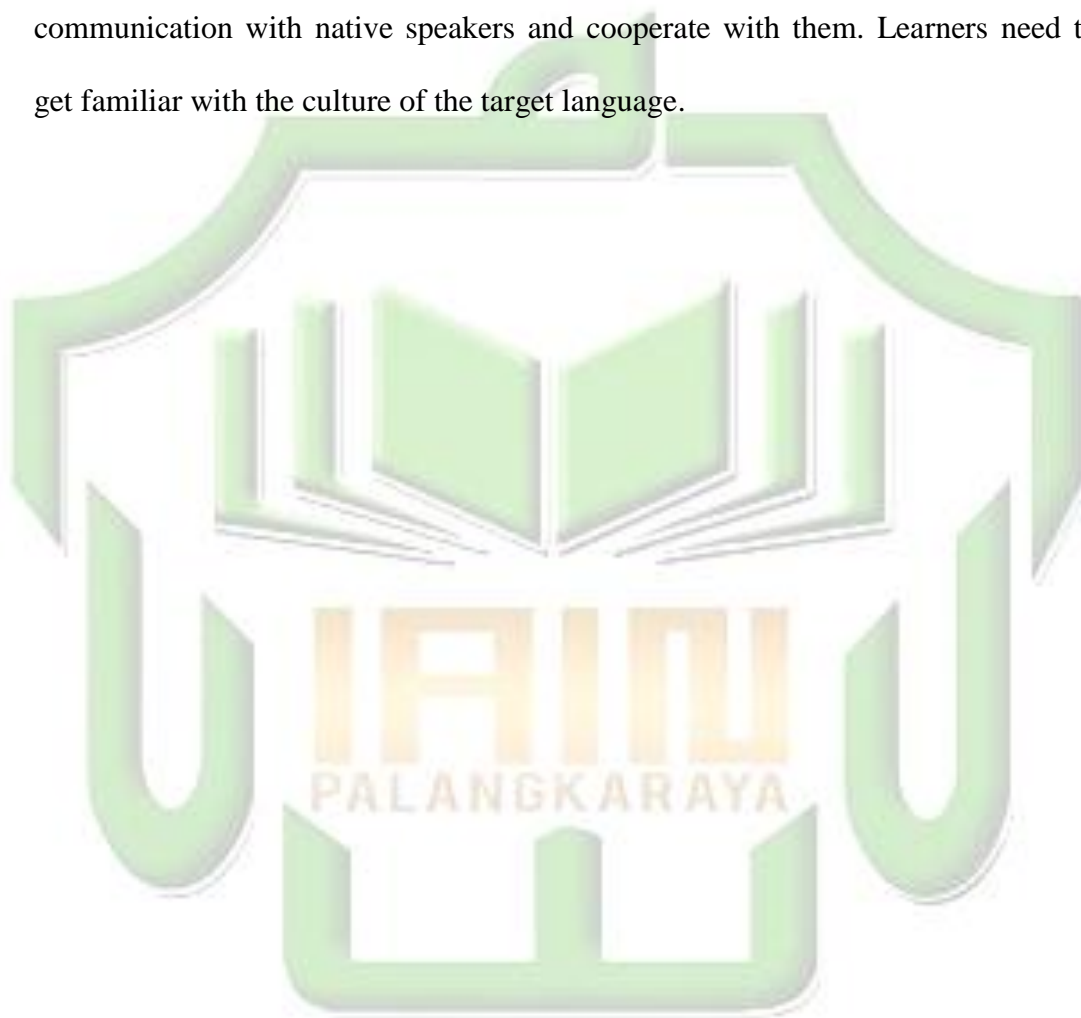
Another approach to developing a theory of teaching is to derive teaching principles from studies of the practices of effective teachers. This involves identifying effective teachers and then studying their teaching practices. Effective teachers are typically defined as those whose students perform better on standardized achievement tests. Tikunoff in Richards (2015, p.45) observed teachers to find out how they organize instruction, structured teaching activities, and enhance student performance on tasks. Teachers were interviewed to determine their instructional philosophies and goals, and the demands they structured into class tasks. Blum in Richards (2015) also conducted twelve characteristics of effective EFL teaching: a) Instruction is guided by a preplanned curriculum. b) There are high expectations for student learning. c) Students are carefully oriented to lessons. d) Instruction is clear and focused. e) Learning progress is monitored closely. f) When students don't understand, they are retaught. g) Class time is used for learning. h) There

are smooth and efficient classroom routines. i) Instructional groups formed in the classroom fit instructional needs. j) Standards for classroom behavior are high. k) Personal interactions between teachers and students are positive. l) Incentives and rewards for students are used to promote excellence.

G. Effective EFL Learning

Every learning process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning. Among the important things in the process of learning are “what” to use for learning and “how” to use it. However human beings are involved with many and different strategies while they are learning a language, some of these strategies are giving the ultimate benefit, yet some others are not effective. As Stern in Pezhman Zare (2012, p.60) conducted that there are five strategies that build an Effective EFL learning. 1) Management and Planning Strategies. These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. 2) Cognitive Strategies. These strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks. 3) Communicative - Experiential Strategies is a communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words,

communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication. 4) Interpersonal Strategies. Interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language.



CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was qualitative case study design. This study was focused on tutor perception about the seating arrangement which applied by tutor on EFL classroom.

Ary (2010, p.454) said that a case study is a focus on a single unit to produce an in-depth description that is rich and holistic. As indicated, case study provides an in-depth description of a single unit. The 'unit' can be an individual, a group, a site, a class, a policy, a program, a process, an instruction, or a community. Case study can answer descriptive question (what happened) or attempt to describe the subject's entire range of behaviours and relationship of the behaviours to the subject's history and environment. In a case study the investigator attempts to examine an individual or unit in-depth.

B. Subject of the Study

In order to do the sampling the writer used the purposive sampling, which was based on Arikunto (2006, p.57), purposive sampling is the technique to get the sample without random, territory or stratification, but get the sample with consideration which is focus on specific purpose. Also sugiyono (2010, p.70), purposive sampling is the technique to choose the sample research with some specific consideration with the purpose to collect the higher representative of data.

To do the purposive sampling first the writer conducted the criteria of the sample. Here were some criterias that the subject must have: a). The subject was the Private English Courses which have been established more than a year. b). The subject was concerned to teach english class more than a year. c). The private english courses have been certified by the government. d). The subject must have more than three english tutors. e). The subject must have the students more than twenty students.

From Twenty Four Private English Courses that was listed in Palangkaraya the writer has choosed Five Private English Courses that was matched with all the criterias. Here were Five Private English Courses that considered with the criterias above : 1). Prima Mandiri Utama is a Private English Course founded by Muchtar Alif in 2006, this course focuses on five types of programs namely, Learning Companion, UN Focus, SBMPTN Focus, STAN Focus and Olympic Focus. 2). Eduprana, is a Private English Course founded by Norhayati M.Pd in 2012. The name Eduprana is taken from Sanskrit "Edu" which means Education and "Prana" which means Protection. There are three programs of the course, namely Real Life English, TOEFL Preparation and Speak Out. Located at Batang Garing Building, 2nd Floor. Pandjaitan Street Number. 1 Palangkaraya. 3). Primagama, is a Private English Course founded by Purdie Candra with his friends on March 10, 1982. The course was built to help grade 3 high school students who want to enter PTN level. In Palangkaraya itself, primagama established since 1998 founded by Drs. Sugiono having its address at JL. Tingang, No. 18, Palangkaraya, Central

Kalimantan.4).Akubisa, is an English Language Tutoring Center founded by Jefry and Candra on March 3, 2017. There are three programs in this course, namely; Intensive Programs, English For Kids and Yes I Can. This Tutoring is located at Karet Street of Palangkaraya. 5). ICB (Intercontinental Communication Bridge), is a Private English Course founded by Drs. Dadang Amiludin on January 19, 2008. There are three main program of this private course itself, preparing its students to become a Guide, ready to be an office administration assistant and ready to become an education staff. The address of this institution itself is at JL. Jati Raya No. 3 Palangkaraya. The sample of this study is 2 Tutors in each of English Courses that has been mentioned above.

In order to made the data more objective the writer also conducted the criteria that were all tutor who bacame rerspondents must have : 1). They have to concern in teaching english more than a year. 2) They pleasssured to give all information which were still connected with the topic.

C. Source of Data

There were four sources of data in this study, they were : Results of observation, Results of interview, Result of field notes and documentations.

D. Research Instrument

The writer used four kind of Instruments in this research including Observation, Interview, Field Notes and Documentation.

E. Data Collection Procedure

In this research the writer was used four kind of precedures to collected the data, they were Observation, Interview, Field Note and Documentation.

1. Observation

Observation is all form in getting data that does by record event, count, measure and note all of it. Arikunto (2006, p.143)

The purpose of direct observation is to determinethe extent to which a particular behavior(s) is present. The observer functions like a camera or recording device to provide a record of the occurrence of the behavior in question. The researcher identifies the behavior of interest and devises a systematic procedure for identifying, categorizing, and recording the behavior in either a natural or a contrived situation. Ary (2010, p.216)

The writer did all the observations for two month, began from July 25th 2018 ended in august 29th 2018. In this section the writer entered twenty different class from five Private English Courses in order to investigate the EFL classroom seating arrangement affect on student performance in learning english. In investigating the class during the observation, the writer used observation checklist as the instrument of the study to find out the answer of these problems : a. does the English tutor do the seating arrangement while teaching in classroom. b. what type of seating arrangement is commonly used. c. Is there any different envirointment in the class. d. Do the students active during learning process e. Do the students enjoy the applied of seating arrangement.

2. Interview

Interview is an important way for a researcher to check the accuracy of the impressions of what he or she gained through observation. The purpose of interviewing people is to find out their mind, what they think or how they feel about something. Fraenkel in Siti Nurul Huda (2010. p, 73)

Based on Sugiyono (2007, p.194) Interviews are used as data collection techniques if the researcher wants to do a preliminary study to find the problems to be researched, and also if the researcher wants to know the things of the in-depth respondent and the number of respondents is little / small.

The writer interviewed ten tutors from five Private English Courses in order to investigate their perception on EFL classroom seating arrangement and also EFL classroom affect on students performance in learning English. Before conducting an interview writer requested permission to five Private English Courses to conduct interviews in their institution. Then, Before the interview, writer first made an agreement with the respondent regarding the time and place of the interview. Then prepared the technical tools to support the interview process. The writer used some tools in order to document the data they are : voice recorder (Smartphone) used as a recording device and Camera as a tool to document photos during interviews.

In the interview the writer asked ten questions that have been prepared before that was about their perception on EFL Classroom Seating Arrangement and also the affect of seating arrangement based on their experience. While the respondent answers the question the writer recorded the answers of the respondents, it was necessary to complete the interview results. in relation to the question asked by the writer may have been to develop an answer through a spontaneous new question when it was necessary.

3. Field Note

Beside the observation checklist the writer aslo did the field note, the writer used field note to record all the interisting fact that has been happened in the classroom. It makes the writer easier to conducting the report about the classroom activity during the learning process. And the result of field notes become the secondary data that represented the classroom seating arrangement affect on student performance in learning english.

4. Documentation

Documentation is a searching of data about things or variable. Through notes, transcript, book, newspaper, magazine, and others (Arikunto,1998). When colleted the data through this procedure the writer did the video recording to record the classroom environtment during learning processed. While video recording was running, in the other hand the writer took notes about the important moment in the class, this was very necessary to support the data.

F. Data Analysis Procedure

For analyzing the data writer begin from

1. Collecting the Data

In data collection, the writer studied all of data that have been collected and gotten in the field and made a conclusion about the data that can be understood and analyzed in this case, the data collected was the data from students and also from tutors.

2. Reducing the Data

In reduction process, the writer selected the data and chose the data that relevant with the study, focused on the data that directed to solved of the problems or to answer the research questions.

3. Displaying the Data

In data display, the result of the data reduction was reported systematically which can be understood and reasonable of the data that was gotten in the field by the writer.

4. Concluding the Data

In this case, the writer made conclusion from all of the data in order to made it clear and understood for reader.

G. Data Endorsment

Data endorsement is used to make the data be accurate in order to make clear the data getting in a research. Oxford advanced learners' dictionary also state that, "Endorsement is a public statement or action showing that you support so

something”. According to Alfisyah (2010, p.66) state that there are six criterias that is used in getting the data endorsement, they are :

1. Credibility

In the naturalistic approach, determining the validity of the data was referred to have no difference between the writer reported and the reality in the location of the study. Credibility referred to the objective and subjective components of believability of a source of the data.

2. Triangulation

In the present study triangulation was a powerful technique that facilitated validation of data through cross verification from more than two sources. This is also called “cross examination”. According to O’Donoghue and Punch in Alfisyah (2010), triangulation is a “methode of cross-checking data from multiple sources to search for regularities in the research data”. The purpose of triangulation in this present study is to increase the credibility and validity of the results.

3. Member check

The writer rechecked the finding data to the data sources or the subject of the study. The purposed of the member check was to inform and confirm the data result to the subject of the study before writing the study report. The data result was suitable with the subject information or data.

4. Transferability

Transferability was referred to the degree to which the results of the study can be generalized or transferability was primarily the responsibility of the one doing the generalizing. The qualitative researcher can enhanced transferability by doing a through job of describing the research context and the assumptions that are central to the research. The person who wished to “transfer” the result to a different context then responsible for making the judgement of how sensible the transfer was.

5. Dependability

Dependability of the data know if the other researchers or people replicated the study process. Dependability examining was conducted by auditing all of the study process to prove the data reliability. Therefore, the researcher focused to the problems, go to the field, determine the source of data, analyzed the data, axamine the endorsement of data, and make the conclusion of data.

6. Confirmability

The study was considered “objective” if the result of study has been agreed publicity. Examining the comfomability, it could be do by examine the result of the study that related to the process. The study was comformable if the result of the study is the function of the study process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on the research findings and the discussion. It is including result of data and discussion.

A. Data Presentation

The data of the research on the English Teachers' Perception On EFL Classroom Seating Arrangement by using observation, interview and documentation as the instrument for collecting the data. There were three problem of the statements that have to be answered on this research. The first problem was how is the condition of five Private English Courses in Palangkaraya. The second was how do the english tutors perceive on EFL classroom seating arrangement. The third how does the seating arrangement affect student performance in learning English. The data of this research were collected from observation, interview, field note and documentation. The observation was used for collecting the data about the EFL classroom seating arrangement affect on student performance in learing english. The interview was used to collecting data from the tutors perception on EFL classroom seating arrangement. Field note was used to support the observation data and also documentation was used to investigate the condition of five Private English Courses in Palangkaraya.

Following below the writer will present the data that has found in the field in order to answer research problems. In the data collection process the writer uses four kind of research instruments, they are Observation, Interview, Field Note and Documentation.

1. The Condition of Five Private English Courses in Palangka Raya

In order to investigating how is the condition of five Private English Courses in Palangka Raya the witer use Documentation as the main instrument to collect the data. There are five Private English Courses which become subject in this research, namely: a) Primagama, b) Prima Mandiri Utama, c) Eduprana, d) ICB. e) Aku Bisa. The results of the data collection process about the conditions of the five Private English Courses will be explain in the research finding.

2. English Tutor Perception on EFL Classroom Seating Arrangement

The writer was interviewed ten tutors in Five Private English Course in Palangka Raya. There were ten main questions that are asked to the tutors about their perception on EFL classroom seating arrangement. From this interview the writer found some reasons :

- a. Almost all tutors knew and applied seating arrangements in their respective classes.

"Placement of student seating positions to facilitate the teaching and learning process"

"Seating management system in teaching and learning process"

Although there were two tutors who do not know what was meant by seating arrangements, in practice the tutors were implemented seating arrangements during teaching.

- b. All tutors opinion that seating arrangements were an effective method that must applied when teaching, especially in the Private English Course.

"Very effective, but depends on the state of the classroom, if the classrooms are small and medium, usually using U-shape, but if the classrooms are large I am using Rows"

Seating arrangement was very suitable to be implemented because in Private English Course students are usually not many, the class is not too large and to implement seating arrangements must also adjust the type of material taught.

- c. All tutors who have interviewed by writer often apply the seating arrangement in their classes. There were two types of seating arrangement that most used by them, they are the *Rows* and *U-shape* seating arrangement.

"Very often, especially U-shape. I use U-shape Because it suits student's requirement and condition of room "

"yes often, I like to use rows because usually I have many students whereas the room is small so this is the most effective"

There are several reasons why they use the seating arrangement. For example when using *Rows* seating will make it easier if the room is small. Whereas if the class is asking students to actively discuss and

tutors want to more easily supervise the students, then *U-shape* seating more effective to be applied.

- d. All students always enjoy when tutors apply seating arrangements in their classrooms.

"As long as I teach students always like the arrangement arrangements that I apply, because they can always be active in class and the classroom atmosphere is not monotonous"

Although there are a number of problems, students are often reluctant to organize and take a lot of time to organize. However, only at the beginning, when the class is arranged according to how the tutor like it.

- e. Between the class that applied seating arrangements and who were not there were many differences, especially in the conditions and comfortable in the class.

"It's very different, because students tend to like grouping themselves and make the learning process less conducive and by implementing seating arrangement will easily to control them"

"It looks very different. Because of the different types of students. If not set their positions will be messy so they can not focus in learning "

When the tutor are not using seating arrangement, ordinary students will sit in places and make the learning process less conducive, so that by applying seating arrangements this situation will reduce. In addition, when the class is using the seating arrangement students will easily focus and concentration to follow the lesson.

- f. All the tutors who have interviewed by writer agree that the seating arrangement has an effect on the student's performance.

"Yes, surely, students will know what kind of seat is comfortable to study. And with seating arrangements it will be easy to study in class. The most important thing is they can communicate with their peers "

"If the Rows effect is less visible. But if the U-shape is visible, they are invited to brave face to face with the tutor. And the tutor can control his students more"

"Seating arrangement has affect for students, especially activeness and familiarize them to always be active in discussions"

Students will be more actively participate in the class and they will also focus more on receiving lessons. In addition, by applying the seating arrangement students will be placed in a new place to sit, then it forces him to socialize with friends who are nearby and it is one of the advantages of applying the seating arrangement.

3. Seating Arrangement Affect on Student Performance in Learning English

Observation was one of the main data collection methods that writer use. By using this method the writer has gotten many data accordance with the expected, especially to answered research questions about whether the seating arrangement has an effect on students performance in the classroom.

During that time the writer did twenty times obeservation, with two observatory details for each tutor, the observations were done from the beginning of the lesson to the end. Based on the observation, the writer conclude that there were two types of seating arrangement most commonly used they are *Rows* and *U-shape* seating arrangement. There were two things that made tutors easy to applied this type of seating arrangement, the first was the number of students who were suitable and the second was the type of

seating arrangement was not complicated so it was very easy to implemented. Therefore there was no difficulty for the tutor to expect this type of seating arrangement.

When the lesson began, the writer has seen many interesting things, especially when tutors apply U-shape seating arrangements. At that time the interaction between all the students with the tutor happens very often. Even tutors did not hesitate to walk in the middle of the formation of student seating to get closer to interact with them. Although the tutor just sitting his or her chair students keep remain active in class because by just sitting tutors can see all the activities of students in class. During the observation period all tutors who applied *U-shape* seating arrangements while teaching their students would be active. But different things that the writer met when there were some tutors applied *Rows* seating arrangement. The intensity of students activity in the class was quite different than *U-shape* seating arrangement, the students who were most often active were the students who sit in front of the formation. While students who sit in the back more often silent and did not pay attention and the writer was overwhelmed because of it. In addition the writer also saw some problems in the field which was important to discuss. To applied the seating arrangement it was difficult if the condition of the room was too small. Sometimes students were also reluctant to arrange their seats because they were comfortable with their original seats. The ability and patience of the tutor was indispensable.

B. Research Finding

In this session the writer mentioned the facts that have been found during the data collection process in the field.

1. The Conditions of Five Private English Courses(Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB).

In accordance with the method of taking data that was purposive sampling. Therefore, in determining the subject of this study the writer have set some criteria that become the main conditions of a Private English Course may be used as research subjects, the terms are already mention clearly in previous chapter. Then five Private English Courses has elected which were matched with the criterias they were Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB (Intercontinental Communication Bridge).

a. Prima Mandiri Utama

Prima Mandiri Utama is a Private English Course founded by Muchtar Alif in 2006. Alif Muhtar is an academic himself, so it's no wonder that the standardization of education is always the main rather than profit. Occupying a two-storey shophouse on Jl. G.Obos Palangka Raya English Course has been consistently teaching English since then. Learning begins at 2:00 PM to 9 PM from Monday to Saturday. In teaching English students are taught by two English tutors.

The tutors in this Private English Course is tutors who are competent in their field. From the interviews that have been conducted with the two tutors, they said that to be able to become a tutor in the Private English course, each prospective tutor will be selected from the test file to the interview test, then after being accepted as a tutor they will receive training to get know Prima Mandiri Utama so that later in teaching can adjust to the Vision and Mission of Prima Mandiri Utama itself. Based on observations that the writer has done there, Prima Mandiri Utama is an interesting Private English Course, in terms of discipline of time, cleanliness, compactness of the teaching staff, so that the activeness of the Private English Course students is better than the others.

When the learning process takes place in the classroom, students are also very enthusiastic. The interaction between tutors and students is very strong, students are always active in answering the questions asked by the tutor when the question and answer session is ongoing.

b. Eduprana

Eduprana comes from the sanscrit "edu" which means education and "prana" which means protection. Eduprana has been estabilized since 2012 by Norhayati M.Pd. Eduprana is located in the 2nd Floor Batang Garing Building of Pandjaitan Street Number 1 Palangkaraya. Eduprana is a Provate English Course that only focuses on the field of English and Japanese. English learning here is divided into several types, the division

is based on the interests and needs of students. Therefore, before the students are grouped into certain classes in advance the students will be tested ability of English language. The tutors at Eduprana themselves come from different educational backgrounds, such as the two tutors that the writer have interviewed, the first tutor from Palangka Raya who are graduated from University of Palangka Raya graduates here and the second is from outside Palangka Raya who get his English skill when he was a guide.

When the teaching and learning process takes place even though students in the class are not more than three people on average, it does not affect the enthusiasm of their students to learn English. From the writer observation during the learning process writer concluded that with at least students in the classroom learning process becomes more focused and intensive. Take for example the class taught by tutor A with students totaling two people, the process of interaction between students and tutors is more often. So that the attention of tutor focused more on the two students.

c. Primagama

Primagama is a Private Course founded by Purdie Candra with his friendson March 10th 1982. In the beginning this Private EngloshCourse was established with the aim of helping school-aged children who want to get more intensive lessons than in school. Based on the data that observed

by the writer in the field, the primagama itself is more like a private school. Because they have their own curriculum, class and own schedule, but the difference is they only teach four subjects, namely English, mathematics, physics and chemistry. Primagama is more like a second school for the students here.

When the writer observe here the writer finds many differences from other Private English Course. Especially from the number of students in each class then the interaction of each student when learning in English class, both their interaction with fellow classmates to interaction with tutor. The first observation that the writer did in class A whose number of students is ten people. With a small class of about 4x6 meters, so to apply different types of seating arrangements in addition to traditional seating it is impossible. When learning is taking place, it is very difficult for tutors to always pay attention to every move of each student. Therefore, there are students who do not pay attention when the material is being explained, for example there are two students who sit behind that is always cool joking when the lesson is in progress without being noticed by the tutor.

d. Aku Bisa

Aku Bisa is a Private English Course established by Jefry and Candra on March 3rd 2017. Based on observations that the writer has done here, this Private English Course is the most unique of the others.

Where they make this place not only where students learn foreign languages but also as a second home for the students. Convenience and safety for students is the main reason why in the classroom students learn by seat in the floor. In terms of learning itself this place is more focused on children of middle school age down. Not much different from the other Private English Course, Aku Bisa also do intensive training for tutors. The training aims to improve the skills and abilities of tutors in teaching so that students in Aku Bisa get quality education.

e. ICB (Intercontinental Communication Bridge)

ICB is a Private English Course established by Mr. Dadang Amiludin On January 19th 2008. The basic difference from this Private English Course from others is related to the purpose. ICB aims to equip students to be ready to enter the workforce. Therefore students here have different backgrounds. After conducting an interview from one of the tutors who is also the founder of ICB, he said that in ICB itself there is a program that is taught intensively to the students is the first to prepare students to be ready to become a Tourist Guide and ready for work. That's why when the writer first came there were some students there who work as a tour guide and their goal is to deepen their English skills. Second is to prepare students to become business secretary , because English language skills today are very much needed in the business world and the last is as an education staff.

TheTutors in ICB are also diverse, some are permanent tutors here and there are free tutors whose status is still as a student. In the classroom observations that the writer did, there were two classes commonly used for teaching and learning activities here. When the teaching and learning process took place in a very classy atmosphere, because at that time coincidentally the writer was observing a class that is taught by tutor A whose students are people who have different backgrounds of work, for example there are working at airports, tourist guides and other.

2. English Tutors Perception On EFL Classroom Seating Arrangement

In this section the writer was conducted an investigation to find out how the tutors were perceived on EFL classroom seating arrangements in five Private English Courses in Palangkaraya. In the investigation the writer were conducted interview with ten tutors in the five Private English Courses.

There were four questions that the writer was asked in an effort to explore the perceptions of the tutors about the problems that the writer has been formulated, they are: 1). What do you know about classroom seating arrangements. 2) what do you think about classroom seating arrangements. 1) what kind of seating arrangement that you mostly used. 4). What type of seating arrangemet you mostly like.

The followings are the results of the interviews that the writer did with ten tutors in the five Private English Courses.

a. Initial : NR

Age : 28

From : Primagama

In the opening question the writer asks what the tutor knows about classroom seating arrangements :

"What I know about classroom seating arrangement is the seating processing system in the teaching and learning process."

In the statement above, the writer interpreted that in terms of the meaning of the tutor, he already knew the meaning of seating arrangements. Then the writer continued the question by asking about the tutor's perception about the classroom seating arrangement, the tutor answered:

"And in my opinion this method is very effective to implement, but it depends on the state of the classroom, if the classroom is small and I usually use U-shape, but if the classroom is large I use Rows."

The tutor argues that seating arrangements are very effective in the classroom. He also explained that the factor of large or small size of the class also affected the application of classroom seating arrangements.

Then the writer continued the question about the type of seating arrangement as what the tutor often uses and what he likes most.

"I as a tutor often apply seating arrangements in my class. The form of seating arrangement that I often use and what I like most is U-Shape. Because in my opinion it is easier to see and control all students "

The tutor explained that the U-shape seating arrangement is the type of seating arrangement he uses most often. Because with this type of seating arrangement, he will easily organize his students when studying in class.

Because the main problem that most tutors encounter when teaching is that it is difficult to control students' behavior when studying in class. Why is that, because when students are difficult to manage the learning objectives will be difficult to achieve.

- b. Initial : TA
 Age : 26
 From : Prima Mandiri Utama

No different from the previous interview, in this second interview the writer asked what the tutor knew about classroom seating arrangements, he answered:

"The pattern used is for students to easily receive lessons."

From the tutor's answer classroom seating arrangement is a pattern that is applied by a tutor in its class which aims to facilitate students in receiving classes.

The next question the writer asked the tutor's opinion about classroom seating arrangement.

"Classes that don't have too many students will be good to apply. I often apply it if the students are few. "

From the tutor's opinion the writer interpreted that the class with fewer students would be easier to implement seating arrangements. Therefore the tutor often applied seating arrangements when the class had few students.

Then the writer asked about the type of seating arrangement that the tutor liked and most often he applied in his class.

"Ushape and Runway because when the tutor in the middle is better. What I like best is Rows. The problem when we implement it will take time and students are difficult to manage because they often look for their own place and when I told them to move will be difficult."

The tutor likes two types of seating arrangement patterns namely U-shape and Rows. He also explained that the position in the middle of the students is a very effective position for tutors. Because being in that position the tutor will easily control all of his students. Not much different from previous tutor problems, the difficulty of managing students is the main obstacle faced by tutors. Therefore, the ability of tutors to control classes is a important. Applying U-shape patterns and Rows seating arrangements is one of the commonly used solutions.

c. Initial : AL
Age : 25
From : Eduprana

In this third interview the writer asked what the tutor knew about classroom seating arrengment.

"I Don't know and rarely hear"

Apparently the tutor did not know anything about classroom seating arrangements. Therefore, the writer explains briefly about the meaning of

classroom seating arrangement that the writer intended according to what the writer formulated in the previous chapter.

After he understood, the writer asked the tutor's opinion about classroom seating arrangement.

"I think this seating arrangement will be effective if applied in a supportive class."

He answered briefly that the supportive classroom atmosphere would be very effective for implementing arrangement arrangements.

Then the writer asked whether the tutor often applied seating arrangements in his class and what type of seating arrangement he liked most and often he used.

"It's very rare, because of the impossible class conditions. U-shape, because students feel comfortable during the teaching and learning process. I very often used U-shape too. "

The writer concludes that, although previously the tutor did not know in theory what the seating arrangement was ,but in practice the tutor had used it.

d. Initial : LL
Age : 21
From : ICB 1

In this interview the writer asked what the tutor knew about classroom seating arrangements.

"Chair formation applied in the teaching and learning process."

He explained that classroom seating arrangement is a chair formation in the classroom that is applied by a tutor in the teaching and learning process. From the explanation the tutor seemed to understand the meaning of seating arrangements. Then the writer asked how the tutor's perception about classroom seating arrangement.

"Classroom seating arrangements are important enough so that tutors can focus on students."

Through these answers he tried to explain that the application of classroom seating arrangements is quite important in the teaching and learning process. Everything is intended so that the tutor can focus on his students.

Then the writer asked whether the tutor had applied the seating arrangement and the type of seating arrangement he liked.

"Several times apply. Rows and Ushape. Ushape, but not for many students."

The tutor explained that it was not every time he applied seating arrangements. But there are certain times that require a tutor to apply classroom seating arrangements. He is very fond of U-shape seating arrangements, but the use is also limited to the small number of students.

e. Initial : RA
Age : 21
From : Aku Bisa

In this session the writer started the interview by asking what the tutor knew about classroom seating arrangements.

"The placement of student seating positions to facilitate the teaching and learning process."

Through these answers it seems that these tutors are very familiar with the meaning of classroom seating arrangements. He explained that seating arrangement is the placement of students' sitting positions in the classroom which aims to facilitate the teaching and learning process.

Then the writer asked about the tutor's opinion on classroom seating arrangements.

"It must be done so that students easily understand the teacher's explanation."

He emphasized that seating arrangements are a very vital method in the teaching and learning process. Therefore, this method must be applied by tutors.

The writer then asks again whether the tutor has ever applied arrangement arrangements. And what type of seating arrangement he uses most and which he likes most.

"I often apply them. U-shape is the type that I often use. And the U-shape is also the type of seating arrangement that I like the most. The reason why I often use U-shape is because sometimes students are easy to talk to friends in that place "

From the explanation above, tutors often use seating arrangements when teaching. And the U-shape shape is a form of classroom seating arrangement that he likes most.

f. Initial : AM

Age : 23

From : Primagama

The writer asks about the tutor's background knowledge about classroom seating arrangements.

"I never know it before."

From the very short answer, the writer then tries to explain briefly the meaning of classroom seating arrangement that the writerr intends slowly.

After that the writer stepped into the next step to ask how the tutor's perception was about classroom seating arrangements.

"Less understanding."

The tutor still seemed to not understand that why to give a perception about it alone still seemed confused.

Then the writer continues to ask about whether the tutor often applies classroom seating arrangements. Type of classroom seating arrangement what do most tutors use.

"Yes, often. U-shape form, because it is more convenient to control students"

U-shape is a type of classroom seating arrangement that is most often used by tutor because it is easier to control students in the classroom.

The writer then asks what kind of classroom seating arrangement is the tutor most like.

"U-shape. Because then they will also be more active in class. Usually they like to interfere with each other."

Apparently not only often using U-shape, the tutor also likes this type of classroom seating arrangement to avoid noise in the classroom.

g. Initial : ZR

Age : 21

From : Prima Mandiri Utama

The writer asked what the tutor knew before about classroom seating arrangements.

"I just heard"

Apparently the tutor said that he did not know about classroom seating arrangements, although he often applied them in class.

After that the writer asked how he thought as a tutor about the classroom seating arrangement.

"I think that the seating arrangement is made to make learning easier."

The tutor believes that classroom seating arrangement is a method used to facilitate the teaching and learning process in the classroom.

Then the writer asks again whether he often applies classroom seating arrangements in the teaching and learning process. What type of classroom does he most often apply and he likes.

"Yes, often. Rows. Rows too, but depends on the material. Reading is usually U-shape so students can see the blackboard clearly. Because students don't want to be regulated and it's difficult to be told to sit in front because it's more comfortable behind "

The tutor explained that he often applied classroom seating arrangements. U-shape patterns are the type he uses most often and he likes. With the aim that students are easier to focus.

h. Initial : MM

Age : 34

From : Eduprana

In the first question the writer asks what the tutor knows about classroom seating arrangements.

"I once knew, as I remember the purpose of seating arrangements is to make students easier to focus during the teaching and learning process and can understand the material."

The tutor explained that seating arrangements are a method used to facilitate students to focus on teaching and learning in the classroom.

Then the writer asks how the tutor's opinion about classroom seating arrangement.

"classroom seating arrangements are applied if there are many students. But if less than five U-shape people are very good to be applied "

He explained that the number of students affected in applying classroom seating arrangements. When there are number of student in the class it will be very easy to apply.

The writer then asks whether the tutor has ever applied classroom seating arrangements. If ever classroom seating arrangements are often used and what he likes most.

"Yes always applied it. I use Ushape. Because the students are not many and limited to the room. If I use another, it will not be effective. What I like most is the small discussion group and cluster. Because I prefer member material by way of discussion. The problem to apply these seating arrangement is it takes time. "

From the tutor's answer above there are differences from previous tutors. If previous tutors often use U-shape or Rows, these tutors often use Small discussions and Clusters. The reason he applied it was because of his style in teaching. He explained that in teaching his students he preferred to use discussion techniques, which is why the cluster and small group discussion seating arrangements were the main choice.

i. Initial : DH
Age : 55
From : ICB 2

In this session the writer asked a similar question, about what the tutor knew about classroom seating arrangements.

"Yes, I know about classroom seating arrangements"

The writer then deepened the question by asking how the tutor's opinion about classroom seating arrangement.

"Many seating positions according to experts. But all refer to the necessarily itself. In order to avoid the deadlock, this must be done."

He said that classroom seating arrangements are very good to implement.

But it must look at the condition of the facilities and infrastructure of a

Private English Course. Indeed, this is important to avoid bored in the teaching and learning process.

The writer then asks whether the tutor often applies classroom seating arrangements. If it is often the type that he likes most often and most often he applies.

"Often, but it must be seen also the ability of students. And must adjust the needs of students. I often use Rows seating arrangement. And Rows is the seating arrangement that I like. There are no obstacles. Alhamdulillah, all this time students always enjoy and focus on learning English."

From the statement above it is very clear that in implementing classroom seating arrangements must always be full of consideration. One must consider what students need. He also added that students always enjoy when he applies classroom seating arrangements in his class.

j. Initial : HN
Age : 25
From : Aku Bisa

The first question the writer explores about the tutor's knowledge about classroom seating arrangement and how the tutor's perception about classroom seating arrangement.

"I once knew, the purpose of seating arrangements is so that students can focus during the teaching and learning process and can understand the material and to make learning easier."

He explained that seating arrangements aim to make students in the class more focused on receiving lessons in class. So that understanding the material will be easier.

Next the writer asks whether the tutor often applies classroom seating arrangements in his class. The writer also asks what types he often uses and what types he likes most.

"Yes, often. I often use the U-shape form, because it is more convenient to control students. What I like most is the form of U-shape. Because then they will also be more active in the class. "

From the tutor's answer, it can be concluded that he often uses classroom seating arrangements, the U-shape type is the type he uses most often. The same type he likes the most. Because according to him by applying the U-shape pattern students will easily participate in the classroom.

3. Classroom Seating Arrangement Affect On Student Performance In Learning English

To answer the question about how EFL classroom seating arrangement affect on student performance in learning English, the writer was used two ways, First was observed in the classroom, the second was conducted interviews with tutors about the problem. In order to made it easier for readers to understand, the writer describe based on each data collection method as follows:

a. Observation Results

One of the main instruments that the writer used when collecting data in the field was Observation. In observing the writer participated in the classroom and noted every event related to the problems that the writer conducted in this study. And also checklisted all the fact that connected with the study with observation checklist. The following bellow the writer was included the result of observations that the writer has done in order to find out about the of affect classroom seating arrangements toward student performance in learning English:

1. Institution : Primagama
- Tutor :NR
- Age : 28

On this observation there were nine students in a classroom which is about five square meters in size. The students in the class do not get enough space to be able to move. Under these conditions tutors had no choice except apply Rows seating arrangements. With such conditions, tutors are required to always be active and often standing in the teaching and learning process.

In terms of activeness of students in the classroom there is a significant difference between students sitting in front and students sitting in back. Students who are turned away often actively interact with tutors and always pay attention when the tutor explains the material. However, this is not the case with students in the middle and

back. They more often lose focus with the material, even some are often grabbed so that it disturbs other students. Although tutors often admonish by inviting these students to be able to focus, but that does not last long.

From the phenomenon, the writer concludes that the size of the room also affects the application of classroom seating arrangements. When the room is limited, applying varied classroom seating arrangements will also be difficult. In addition, by using Rows seating, there are several advantages that can be obtained, for example students who are in the front position will always be active. But this is not the case with students sitting in the back position. They will easily lose focus in understanding the lesson.

2. Institution : Prima Mandiri Utama
 Tutor : TA
 Age : 26

The writer did observations in the Private English Course Prima Mandiri Utama, the writer also did two observations in different classes to obtain valid results to find out whether the classroom seating arrangement has an affect on student performance in learning English. From the two observations the writer saw the tutor applying Rows seating arrangements in his class. In the first class there are four students so that it is easy for tutors to provide understanding to students in the

class. But the different things that the writer found in the second observation with the number of students ten people. Like the previous problems when the writer made observations in Primagama, students who often actively participate only students who are in the front line only. While the middle and back are always struggling to focus on the material.

From this phenomenon, the writers conclude that the number of students also affects the effective seating arrangement in the classroom. In the first class with a total of four students, the tutor applied the Rows seating arrangement to the four students who actively participated in the material being taught. However, different things were found in the second class with a total of ten people, the tutors also applied Rows seating. However, not all students can actively participate in the learning process.

3. Institution : Eduprana
 Tutor : AL
 Age : 25

This time the writer did two observations, in the first observation there were two students. tutors implement Rows seating arrangement because considering the limited number of students so there are not many choices of classroom seating arrangements that can be applied in class. Likewise with the second observation, the number of students is

also the same so there is not so much difference between the first and second observations. The class atmosphere was very friendly because those students were very active in participating.

From this phenomenon, the writers concluded that classes with fewer students would be easier to implement classroom seating arrangements. But not many types of seating arrangements that can be used, because the small number of students limits the application of seating arrangements.

4. Institution : ICB (Intercontinental Communication Bridge)
 Tutor : LL
 Age : 21

As the writer did in previous observations, the writer made two observations to get maximum results. On the first observation there were nine students in the class with U-shape type seating arrangement. Tutors are in the middle of students with standing positions so that they can easily reach students' positions. The interaction between tutors and students is also very visible, all active students participate in the classroom. The tutor seemed to be easy to convey the material and seemed excited.

In the second observation the writer also found things that were not much different from previous observations, so the writers concluded that the number of students that were sufficient if applied to U-shape

seating arrangement would affect the activeness of students in the classroom. This was shown by the class of the tutors, with the number of students nine students in the class were very active in participating in class.

5. Institution : Aku Bisa
Tutor : RA
Age : 21

As the writer did in previous observations, the writer made two observations to get maximum results. On the first observation there were nine students in the class with U-shape type arrangement arrangement. Tutor are in the middle of students with standing positions so that they can easily reach students' positions. The interaction between tutor and students is also very visible, all active students participate in the classroom. The tutor seemed to be easy to convey the material and seemed excited.

In the second observation the writer also found things that were not much different from previous observations, so the writer concluded that the number of students that were sufficient if applied to U-shape seating arrangement would affect the activeness of students in the classroom. This was shown by the class of the tutor, with the number of students nine students in the class were very active in participating in class.

6. Institution : AM
 Tutor : Primagama
 Age : 23

The writer has made two observations in different classes with the aim of getting valid results to find out whether the seating arrangement classroom has an affect on student performance in learning English. From the first and second observations the tutor used Rows seating arrangements in his class. In the first class there are five students so that it is easy for tutors to provide understanding to students in class by applying Rows seating arrangement. The same thing the writer found in the second observation. There are six students in the class, the tutor still uses rows seating. As a result, the class is very interactive, students are very excited about receiving lessons and and easy for tutor to providing material.

From this phenomenon, the writer concludes that by applying appropriate classroom seating arrangement will help students to focus more on learning, so that learning objectives can be easily achieved.

7. Institution : Prima Mandiri Utama
 Tutor : ZR
 Age : 21

As the writerr did in previous observations, the writer made two observations to get maximum results. In the first observation there were

four students in the class with a type of Rows seating arrangement. Tutor stand in front of students to easily reach student positions. The interaction between tutors and students is also very visible, all active students participate in the classroom.

In the observation, the two class conditions were not much different than before, so the writers concluded that the application of Rows seating arrangement had a positive impact on students and tutors in the class.

8. Institution : Eduprana
Tutor : MM
Age : 34

As in previous observations, the writer made two observations to get maximum results. On the first observation there were seven students in the classroom with U-shape tseating arrangement. The writer is interested in the interaction between tutor and students who seem very intense, all active students participate in the class. The tutor without difficulty in delivering material and looking excited.

In the second observation the writer also found things that were not much different from previous observations, so the writer concluded that the number of students that were sufficient if applied to U-shape seating arrangement would affect the activeness of students in the classroom.

This was shown by the class of the tutor, with the number of students nine students in the class were very active in participating in class.

9. Institution : ICB (Intercontinental Communication Bridge)

Tutor : DN

Age : 55

At the first observation there were four students, tutor implement Rows seating arrangement because considering the limited number of students so there are not many choices of classroom seating arrangements that can be applied in class. But the interaction between tutors and students is pretty good, students are also easy to receive lessons. Likewise with the second observation, the number of students is also the same so there is not so much difference between the first and second observations. The class atmosphere is also very friendly because all students look very enjoy.

From this phenomenon, the writer concludes that the application of classroom seating arrangement is very influential to make students enjoy the teaching and learning process in the classroom.

10. Institution : Aku Bisa

Tutor : HN

Age : 26

This time the writerr did two observations, in the first observation there were two students. tutors implement Rows seating arrangement

because considering the limited number of students so there are not many choices of classroom seating arrangements that can be applied in class. Likewise with the second observation, the number of students is also the same so there is not so much difference between the first and second observations. The class atmosphere was very friendly because the two students were very active in participating.

From this phenomenon, the writers concluded that classes with fewer students would be easier to implement classroom seating arrangements. But not many types of seating arrangements that can be used, because the small number of students limits the application of seating arrangements.

b. Interview Results

In addition to observing the writer also conducted interviews to find out the EFL classroom seating arrangement affect on students performance in learning English. To explore this problem the writer has asked two questions, they were: 1). Do the students enjoy when you are applied the classroom seating arrangement. 2). Does the seating arrangement have a significant affect toward student performance.

The following will the writer include the results of the interviews that the writer did with ten tutors in the five Private English Courses.

1. Institution : Primagama

Tutor : NR

Age : 28

"As long as I teach students always like to sit in U-shape seating arrangements, because they can see the blackboard without the shoulders of their friends."

From the tutor's statement above the writer concluded that using U-shape classroom seating arrangements is the main choice with the reason that students can clearly see the blackboard.

The writer then asks whether classroom seating arrangements affect student performance when learning English.

"Very different. Because students tend to like groups and make the learning process less conducive so with seating arrangements it will be easier to control them. Having a very significant influence on student learning ability in class, but depends on the students themselves and also depends on the tutor method in teaching. Although applying seating arrangements but our method is boring it will also not be effective. So everything is interconnected. Therefore seating arrangements must be in line with the method. "

According to the tutor the use of arrangement arrangements has a significant influence on students' learning abilities in the classroom. However, the application of classroom seating arrangement must also be in line with good teaching methods so that there is harmony between the them.

2. Institution : Prima Mandiri Utama

Tutor : TA

Age : 26

The writer asks whether the students enjoy when the tutor applies classroom seating arrangements in his class.

"Students enjoy, even though at first they are reluctant. There must be a difference, because it is a mess, they sit and scatter according to the group and finally grab. When we make seating arrangements we make shapes, and we as tutors will move everywhere easier. When using a seating arrangement, we can group children who are less able with children who can, so he is motivated. And balance will be achieved. "

Then the writer asks whether the classroom seating arrangement has an affect on student performance in learning English.

"There must be influence, they are neat according to our desires so it will be easy to give material. They will also easily accept the material"

The tutor explained that classroom seating arrangements certainly affect student learning performance. The reason is that when we set the seat the provision of material will be easier.

3. Institution : Eduprana
 Tutor : AL
 Age : 25

The writer asks whether the students enjoy when the tutor applies classroom seating arrangements.

"Yes, they enjoy it. Because being regulated will be more effective. Very different, because the types of students are different. If the position is not regulated, they will sit at where as they want. so they don't focus on the lesson. "

From the statement above, tutor explained how his students liked the arrangement. Because it does not apply seating arrangement students will find it difficult to receive lessons and be active in the classroom.

Then the writer asks whether classroom seating arrangement has significant affect toward student performance.

"yes it has Influence on student activity. For example, when a tutor applies active rows, only students in front and behind will be difficult to activate. But if you use ushape, all students will be active."

4. Institution : ICB (Intercontinental Communication Bridge)

Tutor : LL

Age : 21

Writer asks whether students like when tutors apply seating arrangements when teaching and learning.

"Enjoy. Obviously there are differences. Usually if we don't set it we can't focus on all students and they can't pay attention well. Students who are not regulated will not be able to focus and not pay too much attention to the tap feeling there is a gap not to pay attention. "

Then the writer asks whether there is a significance affect on student performance.

"The possibility of influencing, because by arranging the seat, students will easily focus and pay attention to what the tutor is conveying."

5. Institution : Aku Bisa

Tutor : RA

Age : 21

Writer asks whether students like when tutors apply seating arrangements when teaching and learning.

"Very enjoy. For the class I organize, students are more easily concentrated in the lesson. And classes that students don't regulate will find it difficult to focus on learning."

After that the writer asks whether there is a significance affect on the ability of students in learning English.

"Yes there is. Because students focus more, so students listen together with the teacher's explanation finally students understand the material presented."

6. Institution : Primagama
Tutor : AM
Age : 23

The writer asks if students enjoy when the tutor applies seating arrangements in his class.

"Students always like and never sleep in learning. Students will know the seat as comfortable to study in groups. And with a formation like this it will be easy to learn this material. "

The writer also asked whether the use of seating arrangement had a significant affect on students' performance in learn English in the classroom.

"Yes there must be. And the most important thing to communicate with fellow friends will be even easier."

7. Institution : Prima Mandiri Utama
Tutor : ZR

Age : 21

The writer asks the tutor if students enjoy when the tutor applies seating arrangements in his class.

"Just they enjoy it and so far there are no problems. If not regulated, students tend to be alone. "

Then the writer asked whether the classroom seating arrangement applied by the tutor had a significant affect on the students' performance in learning English.

"The seats are arranged so they can socialize with other friends. If it is not compiled, communication will be difficult. If the effects are less visible, if the Ushape is visible, they are invited to dare face to face with the teacher. And the teacher can control his students. "bisa mengontrol siswanya."

8. Institution : Eduprana

Tutor : MM

Age : 34

The writer asks whether students like when the tutor applies classroom seating arrangements.

"So far it's always comfortable. If it's normal it will be monotonous, that's what makes me change the seat so that the pattern of thinking is new because the view is new too."

The writer also asks whether seating arrangements also affect the performance of students to learn English.

"Seating arrangements affect students. Especially activeness and familiarize them to always be active in discussions."

9. Institution : ICB (Intercontinental Communication Bridge)

Tutor : DN

Age : 55

The writer start to asks the tutor do the student enjoy when the tutor apply classroom seating arrangement.

"Alhamdulillah, all this time students always enjoy and focus on learning English."

Then the writer asked whether there was a significance affect on students performance in learning English.

"There is no significant impact."

10. Institution : Aku Bisa

Tutor : HN

Age : 26

The writer asks the tutor whether students like when the tutor applies classroom seating arrangements in his class.

"Students always like and never sleep in learning. Students will know what kind of seats are comfortable to study in groups. "

Then the writer asked whether there was an effect of implementing classroom seating arrangement on the student performance in learning English.

"Yes. And with formations like this it will be easy to learn this material. And the most important thing to communicate with fellow friends will be even easier. "

C. Discussion

In this session the writer discusses three problems that the writer conducted as a previous problem of study. The writer also has conducted research in the field in order to retrieve data with the method of Observation, Interviews, Field Note and documentation to answer the problems that the writer raised in this scientific work. The following will discuss the issues.

1. The condition of Five Private English Courses (Prima Mandiri Utama, Eduprana, Primagama, Aku Bisa and ICB).

Documentation is the last instrument that the writer uses to explore data about the conditions of these five private English courses. The writer feels this data is no less important than other data. As the writer explained in detail in the previous chapter about the conditions of the five institutions of this course, the writer explains the history of the subject of this research and also what are the differences from subject to subject.

From the description of the condition of the research subject, we can also see that the writer is entirely objective in choosing the subject of the study. Each research subject has their own characteristics and is different from each other. The writer believes this difference will make this research more representative of the real situation in the field and far from the bias.

2. English Tutor Perception on EFL Classroom Seating Arrangement

The main problem of the research is “How do the English tutors perceive on EFL classroom seating arrangement”. It is stated in previous chapter that it should asked to the tutor throught interview in order to find the real answer and respond. The writer has conducted the research to answer the question.

In the fisrt data focused on English tutors perception on EFL classroom seating arrangement. The writer gained the data through observation and interview and also documentation to support the main data that has been collected by observation and interview. In the observation the writer focused on the student activity during teaching and learning process while the interview focused on English tutors perception about EFL classroom seating arrangement.

Previously the writer cited the results of research conducted by McCorskey and McVetta (2011, p.76), which said that *U-shape* seating arrangement is one type of classroom seating arrangement that has a large influence on the ongoing learning process in the classroom. Likewise with the results of the research that the writer did show that almost all tutors applied classroom seating arrangements. But not only the *U-shape* type but also *Rows* type of seating which does have a big influence on the teaching and learning process in the classroom.

3. The Seating Arrangement Affect Student Performance in Learning English

In order to gather information about whether seating arrangement has an effect on student performance in learning English the writer uses two types of instruments they are observation and interview. First, the writer enters the class to make observations, after doing all the observations, to enrich the data the writer also conducted interviews with the tutors about their opinions on whether the seating arrangements had affected students' performance in learning English.

In the second chapter the writer cites Stringer's (2014, p. 56) research which says that classroom seating arrangements have small influence on student learning. In his research, Stringer found that the application of classroom seating arrangements did not affect students' performance in learning. But different things the writer found when the conducted this research in five Private English Courses in Palangka Raya.

In this study the writer found that classroom seating arrangements have an effect on student performance in learning English. One example when tutor applies U-shape seating arrangement, almost all students are active to participate in the teaching and learning process. Students also look very enjoy following the ongoing learning. Likewise when the tutor applies *Rows* seating arrangement, the students are so focused on paying attention to every material delivered. In addition, the class atmosphere is

also very conducive, with an atmosphere like this, the writer believes that it is very influential on students' learning motivation in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses conclusion and suggestions which are derived from the research findings and discussions in the previous chapter.

A. Conclusion

Based on the result of observation, interview and dokumentation at the five Priavate English Courses in Palangka Raya, the writer presents the conclusion af the study as follows :

1. The Condition of Five Private English Courses

This research is conducted in five different Private English Courses, in which each private English courses has its own characteristics both in terms of the programs in the private English courses and the diversity of teaching staff in the place. Dengan Sistem pembelajaran bahasa Inggris yang baik demi menyediakan rencana belajar khusus melalui teknik mengajar yang profesional.

Each Private English Course also has its own uniqueness that distinguishes it from the others. For example, Aku Bisa Private English Course which makes learning places as well as a second home for students, so students become at home studying. Not only that Primagama and Prima Mandiri Utama also have their own uniqueness that they make their Private English Course as the second school for their students. Therefore the five

Private English Courses have their own vision and mission, the aim of which is to help the world of education in Indonesia.

2. English Tutor Perception on EFL Classroom Seating Arrangement

Almost all tutors knew about the general meaning of seating arrangements. However, all tutors always apply seating arrangement when teaching in EFL classes. There are two types of seating arrangement type that are often used by the tutors, namely Rows seating arrangements and U-shape seating arrangements. Of course there are several reasons why they often use two types of seating arrangements the reasons were; limited size of the classroom, easy to adjust the position, always suitable for the type of

material delivered by the tutor, the benefits of this type of seating arrangement are also felt and the latter is in accordance with the number of students in the class.

3. Classroom Seating Arrangement Affect on Student Performance in Learning English.

All tutors agree that using classroom seating arrangements in the EFL class has many benefits for students' performance to learn English. Some of the benefits include students becoming more active in learning in the classroom. Class atmosphere always looks new and avoids monotony, very influential on the level of student focus in learning.

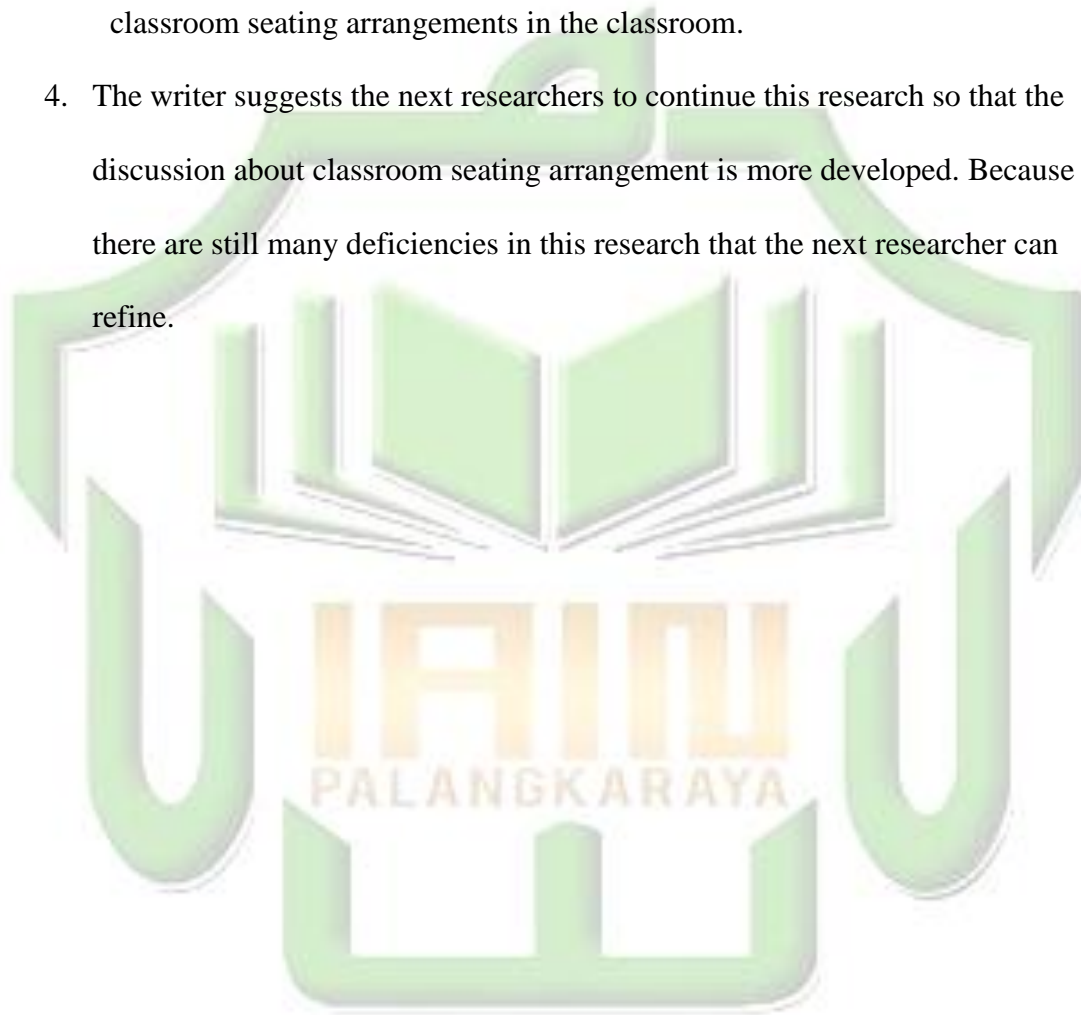
B. Sugestions

Considering to the conclusion above, the writer would like to recommend some suggestions as follows:

1. From the research that the writer has done, the majority of tutors only use two types of classroom seating arrangement patterns, namely *U-shape* and *Rows* seating, so the writer suggest that tutors should try some other types of classroom seating arrangements to avoid monotony in the teaching and learning process.
2. The writer also suggests that the number of students also affect the effectiveness of applying seating arrangements in class. For example when applying *U-shape* and *Rows* seating arrangement students in the class must

have a minimum of seven students and maximum of twenty students. This is useful for the achievement of pre-planned learning goals.

3. In the application of classroom seating arrangements students are advised to be more collaborative to assist the tutors, so that tutors are easier to apply classroom seating arrangements in the classroom.
4. The writer suggests the next researchers to continue this research so that the discussion about classroom seating arrangement is more developed. Because there are still many deficiencies in this research that the next researcher can refine.



REFERENCES

- Alfisyah. (2010). *The Vocabulary Teaching Strategies : Case Study on the Fifth Grade Students of MIN Model Pahandut of Palangka Raya*. Thesis : STAIN Palangka Raya.
- Arikunto, S. (1993). *Prosedur Penelitian*. Jakarta : PT. Rineka Cipta
- Ary, D., Jacobs, J.L., Razavieh, A., Christine, K., & Sorenson. (2010). *Understanding Education Research*. Paperback. Published by Cengage Learning.
- Bogdan, R., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon
- Dunbar, Christopher. (2004). *Best Practise in Classroom*. Michigan : Michigan State University.
- Echols, John M. (2010). *Kamus Inggris Indonesia*. Jakarta : London : Cornel University Press : Gramedia Pustaka Utama
- Hannah, R. (2013). *The Eeffect of Classroom Environtment on Student Learning*. Honors Theses, Paper 2375
- Huda S.N (2010). *Grammatical Problem in Student Report Text : Case Study of The Eleventh Year Students of MA Muslimat NU of Palangka Raya*. Thesis : STAIN Palangka Raya.
- Iskandarwassid, Sunendar, D. (2008). *Strategi Pembelajaran Bahasa*. Bandung : Rodakarya
- Longcope, Peter. (2009). *Differences Between the EFL and the ESL Language Learning Context*. Lightbown : Spada
- McCorskey. J.C, McVetta. W (2000). *Classroom Seating Arrangements: Instructional Communication Theory Versus Stident Preferences*. Communication Education.
- Moses, James, Peter and Oketch. (2013). *The Influence of Classroom Seating Position on Student Learning Gains in Primary Schools in Kenya*. Nairobi : Kenya

- Pezhman, Z (2012). *Language Learning Strategies Among EFL/ESL Learners : A Review of Literature*. Azad University : Mardvdasht Iran
- Richard, J. (2015). *Theories of Teaching in Language Teaching*. Massachusetts: ER
- Silberman, Melvin L. (2007). *Active Learning Strategi : Pembelajaran Aktif*. Yogyakarta : Pustaka Insan Mandani
- Stringer. Joseph Paul. (2014). *Classroom Seating Arrangement and How it Affects Student Learning* : Ohio University : Ohio
- Sugiono, (2006). *Metode Pendidikan Pendekatan Kuantitatif dan Kualitatif*. R & D, Bandung : Alfabeta
- Wannarkan, R. & Ruhl, K. (2008). *Seating Arrangement That Promote Positive Academic Behavioral Outcomes : a Review of Empirical Research*. New York : Blackwell Publishing.
- Yulmiati, Yelliza. (2015). *The Influence of Seating Arrangement Toward Student Participation in Learning English at SMPN 18 Padang*. Padang : SMPN 18 Padang.

